THE UNIVERSITY OF CHICAGO

ROUND TABLE

WOMEN, WORK AND THE WAR

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A Radio Discussion by

- COL. BATTLEY
- NEIL JACOBY
- FRIEDA MILLER
- WILLIAM OGBURN

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THE UNIVERSITY OF CHICAGO

ROUND TABLE

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NOTE

The supplementary information contained in the footnotes to the following text, developed by staff research, is not to be considered as representing the opinions of the ROUND TABLE *speakers. Following the transcript of the broadcast are questions which readers may wish to use for analysis and discussion. It is hoped that teachers and discussion leaders may find this additional service of the* ROUND TABLE *transcript helpful in their study of the subject discussed in the broadcast.*

WOMEN, WORK AND THE WAR

A UNIVERSITY OF CHICAGO ROUND TABLE BROADCAST*

COLONEL JOSEPH BATTLEY, Chief of the Manpower and Liaison Branch of the Resources Division of the War Department and Member of the War Production Board's Labor Supply Committee

NEIL H. JACOBY, School of Business, University of Chicago; Secretary of the University

FRIEDA MILLER, Industrial Commissioner of the State of New York

WILLIAM F. OGBURN, Chairman of the Department of Sociology, University of Chicago

* A radio discussion broadcast from the University of Chicago, over the Red Network of the National Broadcasting Company, Sunday, March 22, 1942, at 1:30 P.M., Central War Time.

The ROUND TABLE, oldest educational program continuously on the air, is broadcast entirely without a script, although participants meet in advance, prepare a topical outline, and exchange data and views. Subjects are chosen because of their social, political, or economic significance. The program has no "ax to grind." In the selection of speakers, the effort is to provide a balanced discussion by participants who have special competence and knowledge. The opinion of each speaker is his own and in no way involves the responsibility of either the University of Chicago or the National Broadcasting Company.

WOMEN, WORK AND THE WAR

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The productive effort required by total war is rapidly eliminating unemployment in America. Six months or a year from now the word "unemployed" may be synonymous with "unemployable." How many men will be required for the armed forces will depend partly upon how long the war lasts and upon how fast men can be trained. With facilities for military training being expanded and an army of more than 7,000,000 men described as a minimum, the woman power of America has become a vital ingredient of victory.

Will women be conscripted in the United States as they have been in Britain? What can women do to speed the winning of this war? How far has replacement of men by women progressed? What is being done to prepare women for jobs in war industries?

To answer these and other questions of interest to all Americans, the University of Chicago ROUND TABLE *invited four expert observers to its microphone to discuss: "Women, Work, and the War."*

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MR. JACOBY: An ever increasing number of young, able-bodied men are going to be leaving the farms, the factories, and the offices where they work to join the armed forces. I'm wondering, Colonel Battley, whether they're not all going to have to be replaced by women?

COL. BATTLEY: There's no question about that, because within the past few days General Hershey has announced that the question of pure dependency alone would not keep a man out of the armed forces, which means that deferment will depend upon a man's occupation or his contribution to the war effort. I notice in today's paper that General Hershey states that 2-A men will be called. Therefore, I can see women coming into the picture in increasing numbers.

MISS MILLER: I'm sure that women are one of the big resources in our industrial field, and, as head of the Labor Department in a big industrial state, I can't see many things in the industrial picture that they aren't able to do.

MR. JACOBY: Well, let's take the year 1942. We all know that the war effort is not going to reach its peak in this year, and no one knows how big an army we'll have and how many people will be laboring in munitions factories before it's all over. But at the beginning of this year about five million people were engaged in war production. What's the estimate for the end of the year?

COL. BATTLEY: It's about time that we face the facts. We know that we need fifteen million workers in war production to carry out the President's directive. That means we have to find those additional workers at the same time that the armed forces are drafting men to go to fight. The war will be won on the fighting front.

MR. JACOBY: Right.

COL. BATTLEY: But we must have production soldiers behind the front. Where are those people coming from?

MR. JACOBY: What you're saying is that during this year alone we must add about ten million workers to the armament factories of America. And how about the armed forces?

COL. BATTLEY: Well, it has been announced that for this year

we'll have an army of three million six hundred thousand men. That will mean at least two or three million men will have to be called from their civilian jobs to go into uniform.

MR. JACOBY: I'd like to ask, Miss Miller, where are we going to get thirteen million men this year—the ten million workers for defense industries and the three million men for the armed services?

MISS MILLER: You mean thirteen million more *people*, not *men*, because, of course, that is where the women come in.

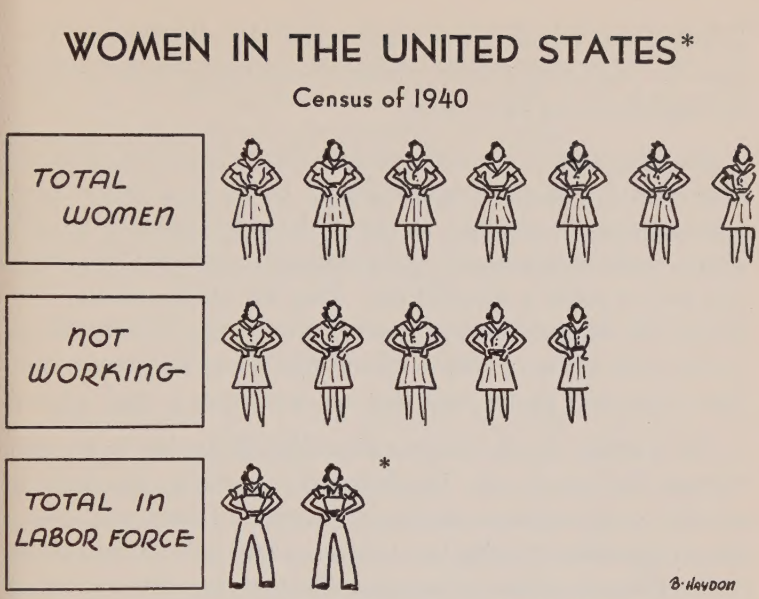
MR. JACOBY: That's right.

MISS MILLER: Both men and women will come from civilian industry into war industry. New workers, young people, and boys and girls will go into industry. Some will come from the unemployed; some will be older workers; many of them will be women who have not been in industry heretofore and whose potential skills are going to be used.

MR. JACOBY: There are now about four million unemployed who presumably will be drawn into the war effort. There are, also, I am told, about two million women who are immediately recruitable for war jobs because they don't have small children or because they're unmarried. There are about a million youth in the country who will come of age this year and who can go into factories. And that leaves around six million who must transfer from civilian plants that are closing down into war plants that are opening up. Do those figures jibe with yours?

COL. BATTLEY: To the best of our knowledge those figures are correct. After all, figures are only theoretical; but I think for the purpose of our discussion we can say that those figures are correct, and our job is to find out where we can get the additional workers.

MR. JACOBY: That poses a tremendous problem for the United States, because we now have about five hundred thousand women



in war industry, and we'll have to increase that to about two million by the end of this year.

COL. BATTLEY: In the first World War we had about two million women in war work. If we have five hundred thousand now, that means that we must increase the percentage beyond that of the last war, because we're going to take more men.

MISS MILLER: Agreed.

MR. JACOBY: Right now we're relying on a volunteer method of getting women into war work. The manicurist in a hotel, let us say,

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** The labor force includes 8,700,000 women employed in other than public work; 300,000 employed in public emergency work; 800,000 experienced workers seeking employment; and 300,000 new workers.*

is not going to become a war worker unless she volunteers to do so. And I'm wondering whether women are becoming available under this method in the right places?

COL. BATTLEY: I can tell you something about that from my experience in inspecting plants and in trying to advocate more women going into training. In one of the large California aircraft plants, the fuselage assembly line is manned 100 per cent by women, and they're doing a splendid job. They get all the women they want. The women are signing up to take training in those plants. I think Miss Miller can tell us a little more about her experience in New York, but I do not think that now is the time to draft women.

MR. JACOBY: I'd like to hear what Miss Miller has to say, but I should like to note this: Britain found it necessary, last April, to enrol all women between the ages of twenty and thirty and to give them their choice of going into a defense plant, into civilian defense work, or into one of the uniformed auxiliary services. I'm wondering whether we may not, in the United States, come to the point where we can no longer rely on volunteer methods?[1]

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[1] *In Britain the government has had the authority since May, 1940, to conscript women as well as men for either the armed forces or industry. Registration of all women between the ages of twenty and thirty began a year ago, and by August, 1941, more than 1,517,000 had enrolled, and 650,000 of them who were not already engaged in work for national defense were called for interviews by the National Employment Exchange. About 175,000 were classified for national defense jobs. In all, about 750,000 women who formerly were not employed at all are now at work in British munitions factories. A recent report indicates that women make up 40 per cent of the workers employed in the production of tanks. More than 30 per cent of the workers in the aircraft industry are women, and the government estimates that 70 per cent of the work could be done by women if a training program were started at once.*

COL. BATTLEY: General Hershey has already said that it may be necessary to draft women, but I don't think that he meant it in the sense that we understand the term "draft"; that is, by compulsion. It would permit the efficient utilization of women.

In Great Britain they registered one million five hundred thousand women between the ages of twenty and thirty. They interviewed about six hundred and fifty thousand and found that only one hundred and seventy-five thousand were suited for war work.

MR. JACOBY: Yes, but will you find out how many are suitable until you register them? That's my point.

MISS MILLER: Isn't it true, generally, as I know it to be in New York, that there actually are thousands of women registered in our employment exchanges who want jobs, who would like to go into war industry, who would like to go into training courses, but who have not yet been able to connect up with those things? As you said in another way, isn't the problem to connect available women with jobs that need them rather than to seek some forcible means of dragging them in?

COL. BATTLEY: That is true. Unfortunately, women want to do things. They are registering to do voluntary work, they are knitting socks, and they go to our employment service and register and expect to be called immediately.

But our program is just beginning. It's not a question of immediate employment, it's a question of training women to take the jobs of the men as they're called from their civilian jobs to the armed services.

MR. JACOBY: I fully agree with you, but what jobs can women take over from men that will make them most useful to the country?

MISS MILLER: I think that there are only two kinds of limita-

tions on women's work. One, the heavy jobs are not suitable; and, second, women cannot be used for immediate replacements where the job requires time to develop high skills. I find, for instance, in the latest reports on the kinds of training that women are taking that they are found in considerable numbers in drafting and blueprint classes; in machine-shop classes; in radio-service classes; in sheet-metal work; in inspection-training; in lens-grinding; in light assembly; and in welding.

MR. JACOBY: Those are what you might call "line" jobs—jobs that can be filled by women after a reasonably short period of training.

MISS MILLER: That is true.

MR. JACOBY: I'd like to point out that women also are taking over minor executive jobs in offices and elsewhere. For example, here at the University of Chicago, in our School of Business, we have courses in which we're training women in typing, in accounting, in factory inspection, and in personnel work, so that they can replace men who are leaving those jobs for the armed forces.

COL. BATTLEY: That's true in other colleges. We have, I would say, about 3,750 wartime co-eds now taking prescribed training in airplane designing, physics, chemical analysis, and drafting. And, incidentally, there are lots of people who say women don't make good draftsmen. Well, they make good "draftswomen," and we're placing lots of them in electrical concerns around the New Jersey area.

MR. JACOBY: The unemployment services of the federal government are fulfilling a very important function, but I think many people don't know how they ought to go about getting a job in a war industry.

As head of the manpower division of the War Department, Colo-

nel, can you explain exactly what a woman who wants a war job should do?

COL. BATTLEY: Well, I wish the General were here to answer that, but I'll try. There are so many agencies that it's hard to suggest where to apply.

MR. JACOBY: That may be just the difficulty.

COL. BATTLEY: If they'll apply to the United States Employment Service, they'll be judged and classified according to age, education, and aptitude and sent to the most suitable training agency. And I'd like to add that we do not find that lack of mechanical ability keeps women out of jobs but lack of mechanical familiarity. They are making good mechanics.

MR. JACOBY: You were telling me just before the broadcast that women actually do better work in wiring the panels of bombing planes than do men; that they maintain a rate of output that men apparently aren't able to do.

COL. BATTLEY: That is true, and that has been the experience of most airplane manufacturers. Women on these jobs do a better job, waste less, and stick on the job.

MR. JACOBY: Do you think that women will find jobs if they go to the unemployment exchanges that Colonel Battley has mentioned?

MISS MILLER: Both things will happen. Where they are in communities that need immediate employment, they will be employed, unless management resists. If they are in communities where as yet there are unemployed men, the unemployed men are much more likely to be placed before women. I also think it is true generally that, even for the training courses which women have sought, women haven't had an equal opportunity with men for enrolment there.

MR. JACOBY: These training courses that you mention are what are known largely as "training in industry," are they not? The woman actually attends a course that is conducted by the plant in which she proposes to work eventually.

MISS MILLER: Such courses are becoming increasingly available.

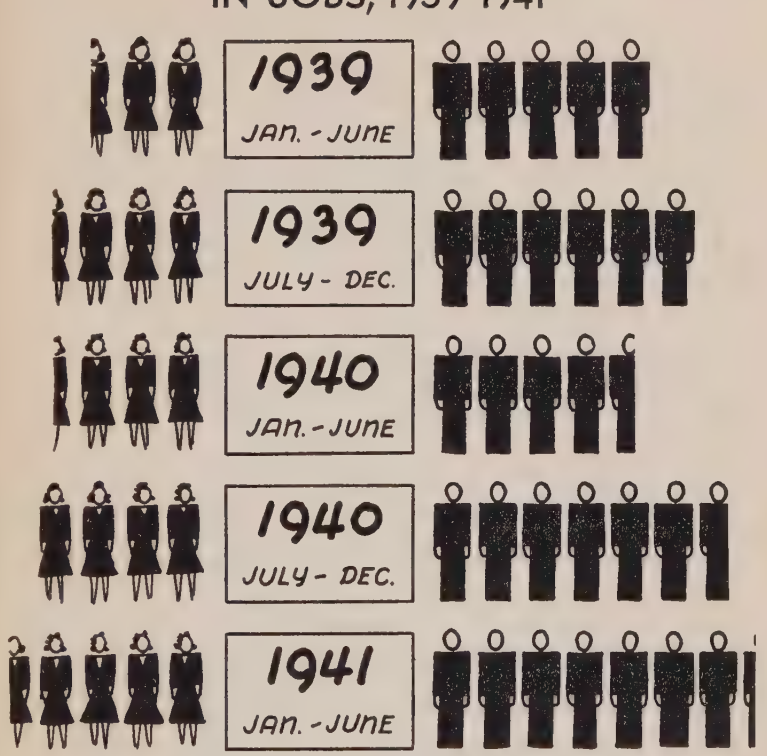
MR. JACOBY: For example, while walking through a large Chicago bank recently, I noticed a girl standing behind every teller in the cages. Apparently the girls were learning the duties of the teller and planning eventually to replace him when he left the bank.

COL. BATTLEY: That's true throughout industry. They are training women to do the jobs, and for the skills that they need for those jobs.

MR. JACOBY: Has industry really recognized to the full extent its responsibility for making these replacements? May not some industrial executives wake up some morning to find that their young men are leaving at a rapid rate and that they have no trained women to take over the work?

COL. BATTLEY: That's the trouble. It's difficult to start an all-out training program for women while you still have men available in certain localities. But those employers who don't start figuring on training women to replace men when they go are going to be caught at a time when it's going to be critical, because we will not have production.

MISS MILLER: I think we ought to tell employers generally both that they have a training job to do and that they have an induction job to do. First of all they must select these women for jobs that must be done as their program develops; and, second, they must properly fit them into their employment personnel when they come into the factories.


PLACEMENT OF MEN AND WOMEN IN JOBS, 1939–1941
1939 JAN. - JUNE
1939 JULY - DEC.
1940 JAN. - JUNE
1940 JULY - DEC.
1941 JAN. - JUNE
EACH COMPLETE SYMBOL EQUALS 200,000 WORKERS
SOURCE: SOCIAL SECURITY BOARD

Mr. Jacoby: Then we need some farsighted action on the part of employers. The mere fact that there are some unemployed men in their locality does not justify them in taking a lackadaisical attitude about training women.

Miss Miller: I'd like to ask the Colonel a question about that.

It's not your idea, any more than it is mine, to substitute women for men who are outside the scope of the draft, is it?

COL. BATTLEY: No, not at all! It's to supplement our working force. Nor do I say that women should replace men. Women should go in to do the jobs that the men are doing now while the men are away fighting.

MR. JACOBY: That brings us back to a point we discussed at the beginning. Even if we employed all the four million unemployed persons, even if we took in all the youth, we still would not have enough people to fill the jobs that are being vacated by men going into the armed services.[2]

COL. BATTLEY: I'd like to say one thing: This is an opportunity for women to justify the Fourteenth Amendment to the Constitution. That has not been done to date.

MR. JACOBY: In other words, the right to vote should carry the responsibility to work, when needed.

MISS MILLER: It isn't a matter of dashing out tomorrow morning and getting a job, because if that should be done I'm afraid we would have some backwash. What we want to say is that women who think they are able to do jobs in defense plants should go to their local United States employment office. They should make known their availability. They should register there for the courses and be prepared to be useful when they're called on.

MR. JACOBY: Aren't there some difficulties that employers may face when they set out to hire a large number of women? How about

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[2] *Persons unemployed in December, 1941, numbered 3,800,000, or 7 per cent of the civilian labor force, according to the W.P.A. monthly unemployment survey. This compares with 7,100,000, or 13.3 per cent, of the labor force in December, 1940 ("Monthly Labor Review," February, 1942).*

wage-hour laws and minimum working standards? Will they require modification in the light of the fact that women are now coming into plants?[3]

Miss Miller: There are often temporary problems, such as adjusting shifts. In the long run, the standards of maintaining working conditions that don't result in fatigue are generally observed by employers and will continue to be observed.

Mr. Jacoby: Then you don't think the present state of the labor law offers any difficult obstacle to the employment of women?

Miss Miller: We haven't found it so in New York.

Mr. Jacoby: Does that check with your experience, Colonel?

Col. Battley: That's true in New York, but there are several states where we do have labor laws that have to be changed or exemptions granted before we can put women on a full-time work basis. Manufacturers can't be expected to organize and train women for a three-shift job if they're not sure that at the time they're needed they can put those women to work.

Mr. Jacoby: There's another angle to this whole problem that we haven't touched, and that is the responsibility of the labor union. We've said that the employer ought to be farsighted enough to train

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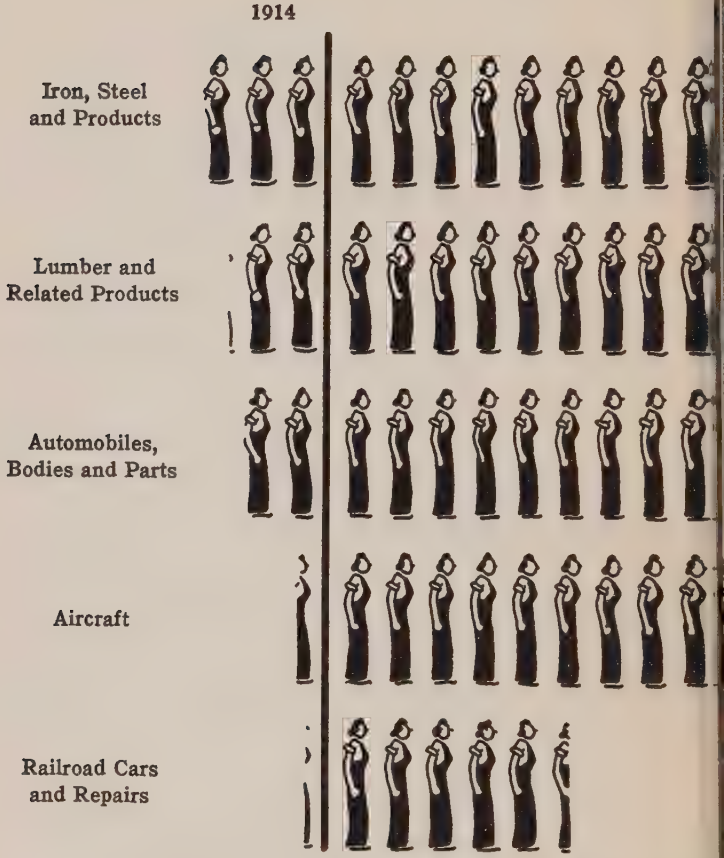
[3] *The Women's Bureau of the Department of Labor released the following comparison of legal standards for women's work in 1918 and 1940:*

	States Having Laws	
	1918	*1940*
8-hour day, 48-hour week, or less (some occupations)	*3*	*19*
8-hour day (some manufacturing occupations)	*6*	*15*
Minimum-wage laws	*12*	*26*
Regulation of industrial homework	*13*	*18*

WOMEN IN SELECTED WA
AND AFTE



EACH COMPLETI

SOURCE: UNITED STATES

)USTRIES BEFORE, DURING
ERLD WAR I

ALS 1 PER CENT

LABOR, WOMEN'S BUREAU

women, even though he doesn't seem to need them at the moment. But in training women we come up against this old bogeyman of equal pay for equal work.

In Britain, when women first started to come into industry, there was a very much publicized phrase called "the dilution of labor." The men in the unions objected to women coming in and diluting the labor market, as they called it, and held that they ought to get less pay for the same work.

MISS MILLER: I think that the men would rather object to the women's coming in at lesser wages than at having them come in at the same wages. If women are brought in at substandard wages, then there is a tendency to use them to substitute for men who are not called into the war effort. If equal pay for equal work prevailed, I think the opposition of the labor unions to the induction of women into jobs would largely disappear. Don't you think so, Colonel?

COL. BATTLEY: I find that more and more employers are paying equal pay for equal work.

MR. JACOBY: Yes, and there was a strike recently in Detroit because a defense plant was not paying women an hourly wage rate equal to that being paid the men, and the men in the plant struck.[4]

MISS MILLER: Isn't this true, Colonel, that in that Detroit situation there wasn't a labor shortage?

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[4] *In early November, 1941, the United Automobile Workers Union (C.I.O.) called a strike at the Kelsey-Hayes Wheel Co.'s new machine gun plant in Detroit. Men at Kelsey-Hayes who were paid $1.00 an hour struck because the company, expanding its work force, hired women at 85 cents an hour. The union asserted that the company was employing women in order to shave down the pay roll and officially sanctioned a walkout because its $1.00 wage standard was threatened.*

COL. BATTLEY: I think that they won't have enough labor in the Detroit area to take care of the load that they'll have on them.

MISS MILLER: Right!

MR. JACOBY: The chances are that, when there is a heavy demand for labor, and a limited supply, the old prejudice against equal pay for equal work will disappear just as it has in England.

COL. BATTLEY: Yes, and I think that the unions will be the agencies to see that it disappears.

MR. JACOBY: I wonder whether it isn't appropriate to suggest that women in the home can do a great service to their country right now? We know that in most families women get the weekly pay check and budget the family's expenditures. Would it not be a service to the country if women set up a savings account in which they'd accumulate money to buy Defense Bonds and pay next year's income taxes?

MISS MILLER: I think it would be a very great contribution to the country's and to their family's welfare if they realized that now especially they must make every penny of that income do maximum service.

We've had a 10 per cent increase in the cost of living, and the women have a very great responsibility for the careful spending of their income.[5]

MR. JACOBY: Even before women get out of the home and get into overalls in defense plants, then, they have a job to do?

MISS MILLER: That's right.

MR. JACOBY: It's not beside the point to suggest that they ought

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[5] *According to the Department of Labor, the cost of living had risen from 98.6 per cent in August, 1939, to 112.8 in February, 1942 (1935–39 = 100) (United States Department of Labor).*

to try to save in every way and defer purchases of goods that limit the facilities available for war production.

MISS MILLER: That's something that every woman can take home to herself.

MR. JACOBY: Well, you know, there are many other important questions we haven't answered about the long-run social effects of placing many women in war work.

Professor Ogburn, you've written books on the family. I'd like to ask you, "How does the war affect women in family life?"

MR. OGBURN: The family bears the brunt of war more than any other social institution. It takes it on the chin, so to speak, more than the church, more than government, and more than most industries. The head of the house and the sons are taken away to the battle front, and the woman is left to carry on by herself, on a reduced family budget. The wife will have to decide alone many serious problems regarding her children's welfare. In the country the women will have to do the work of men in the fields. Women are the unsung heroes of war. In defense areas the homes of workers' families are often tents and trailers, where the community life is extremely meager and limited. When families are on the move, home life becomes disorganized.

In England, bombing meant the evacuation of women and children—two million of them—over the countryside. Thus the family life was completely disorganized.

MISS MILLER: But doesn't the war create many new families by increasing the marriage rate?

MR. OGBURN: Yes, it does. War makes it easy to get married; and in the beginning of war, war brides are quite numerous. Its a grand chance for a woman to find a husband and for a man to find a wife.

But I may note that these war marriages do not always make homes. They only make war widows out of war brides. Indeed, after the last World War, there were, in the Continental warring countries, about six million more women of marriageable age than men at the close of the war. So vast numbers of these women could find neither a job nor a husband. It's rather sad to contemplate, by the way, what the life of these surplus excess women must have been like.

COL. BATTLEY: That's rather a dark picture you draw. Is war wholly bad for the woman and the family?

MR. OGBURN: War is a dark picture, Colonel, as you know; and the tragedy of war is felt in the family more than any place else. However, the war does enlarge the activities of many women. They get jobs, as you have just been saying, and interesting ones, away from their homes.

Woman's place is no longer in the home but out in the world. And I may also note that war breaks up the habits and the routines of life, and the inhibitions; and there is a certain liberation of women from the confinements of the household duties.

The last World War brought woman suffrage, as you know, and gave a really great impetus to the feminist movements. You remember, also, that the "flapper" age in the 1920's followed the last World War. Never before had young girls had so much freedom.

MISS MILLER: Do you think that freedom will last this time?

MR. OGBURN: The family, after the war, will take up its normal life again, of course. The heads of many homes will not come back, and the widows will not remarry; but in time the family will be again the basic institution it has always been.

Men will take the jobs away from women in some cases, especially where the men are organized. Before the last World War about one in fifteen or twenty married women worked for pay outside the

home. After the war, by 1930, one in eight or nine married women were at work. There are over six hundred basic occupations employing women today. Women will surely give up much of the freedom they have gained during the war, but they will have more freedom as a result of the war than they ever had before, I am sure.

Mr. Jacoby: Well, we seem to agree that the national labor situation does not now call for the drastic action of drafting women for war industry. It does call for the prompt adoption by industries of programs for training women and older persons to replace able-bodied young men, because, as Colonel Battley pointed out, every able-bodied young man eventually will have to fulfil an essential spot in the war program.

It does call for a realization by women that their country needs their sustained and enthusiastic participation in voluntary industrial programs. Only with this participation of women can the forthcoming enormous demands for labor power be met in the interests of victory.

Would you agree, Miss Miller?

Miss Miller: I would.

Mr. Jacoby: And I think we might also add that it will call for enlightened and farsighted action on the part of industry in inaugurating training programs and on the part of labor unions in admitting women.

SUGGESTED READINGS

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OBJECTIVE QUESTIONS FOR EXAMINATION

The answers to the following questions may be found in the text of the broadcast, and page references are provided to assist in locating the answers.

*

1. How many workers must go into war production during 1942, according to the speakers? Page 3.
2. How many unemployed are there at the present time? Page 4.
3. How many women are there in United States war industries at the present time? How many more women will be needed in 1942? Page 5.
4. Does Britain rely on the voluntary system for bringing women into war work? Page 6.
5. What kind of jobs are women best suited for? Page 8.
6. What should women who want war jobs do? Page 9.
7. What does "dilution of labor" mean? Page 16.
8. What are the important services women can render the war effort through proper planning of family expenditures? Page 17.
9. After the last World War how many more women than men of marriageable age were there in Europe? Page 19.

QUESTIONS FOR ANALYSIS AND DISCUSSION

The following questions of wider scope, intended for discussion, are suggested by the broadcast, and answers may be found in the literature on the subject listed in the section "Suggested Readings," found on pages 21–22.

*

1. What is the manpower situation at the present time? Is there need for "manpower planning"? In what industrial areas will there be manpower shortages?

2. How great is the need for new women workers in 1942? How great is the probable future need for "woman power"? Will public opinion accept the necessity of training women for future work in war industries while there are unemployed men, as at present?

3. Should the government continue to depend upon the present voluntary system for bringing the millions of needed women into war work in the future? What lessons can we learn from British experience in regard to this matter? Should we register women and mobilize them for war work as needed?

4. What training programs to prepare women for working in a war industry are available in your community? Some critics maintain that "training on the job" is the only practicable training program for the large majority of war-industry jobs. How may employers and labor unions be induced to bring women into training, in spite of the present lack of need for their work?

5. Should women receive the same pay as men for the same work? Are there any economic disadvantages to employing women, because of maximum-hour laws?

The Listeners' Round Table . . . .

Letters to the ROUND TABLE *frequently contain interesting and illuminating side lights on the subject matter discussed on the air. These comments are from letters received following recent broadcast-discussions.*

*

Youth Education Today

I was deeply interested in the subject discussed on the ROUND TABLE on February 22, "What Should We Teach Our Youth Now?" For the most part, as an educator "on the firing line," I found myself in agreement with the views expressed by the speakers. In two matters, however, I find myself in disagreement.

First, with regard to intensifying and shortening the period of secondary education. What would these speakers propose to do with children who finish high school at thirteen or fourteen years of age? Many now finish at fifteen or sixteen—too young to leave home to go to college—too young to go into industry or to take a job in business. *Shortening* the period of elementary and secondary education would throw a tremendous number of immature, unprepared young people into a business and industrial world not ready to receive them. What would Dr. Wilbur propose to do with them?

As a secondary consideration, what would these authorities propose to use for money with which to pay teachers to work a twelve-month year? The American public has not shown a willingness to pay them adequately for a nine-month year; how would they finance a 33⅓ per cent increase? Or, do they propose that the teachers add the extra three months of service as a patriotic contribution?

Second, I challenge Dr. Wilbur's statement regarding what children are learning now in the schools about the war. I quote Dr. Wilbur's words, "Where are they learning about the war now? Not in the schools. They are getting it from the newspapers; over the radio; from the motion picture; from family discussion; and from what their brothers tell them about the war experience. The schools are not doing anything about it."

For an educator, Dr. Wilbur shows an abysmal ignorance of what is going on in the schools of America. Has he never heard of *Current Events, Junior Review, Young America, Scholastic, Junior Scholastic*—just a few samples of the type of newspapers and magazines in constant use in elementary, junior, and senior high schools throughout the country? They are not merely placed in the school library.

They are used as a basis for instruction and discussion of what is going on in the world today. Not only the war; politics, industry, science, education, international relations—everything (except crime) which appears in the regular newspapers. And in the libraries of junior and senior high schools, read by large numbers of pupils and in many cases used also as definite sources of instruction, are such magazines as *Reader's Digest*, *Time*, and many others. Probably Dr. Wilbur has not come in contact with a weekly service used in many schools called "World Map of the Week"—a large map of the world, approximately 40 by 48 inches, at the bottom of which are printed in large type short accounts of important news developments of the preceding week. On the map itself corresponding numbers indicate the places where the events took place. The schools positively and definitely are teaching children about the war and about the world.

Public education in the United States is badly in need of intelligent support—and intelligent criticism—from its friends. It receives enough destructive and unintelligent criticism from its enemies. Teachers and administrators in the public schools have a right to expect, and to demand, that when outstanding educators like Dr. Wilbur and his associates in the discussion of February 22 make accusations against the schools they be founded on knowledge of the facts and not on supposition or hearsay. It is quite evident that Dr. Wilbur does not know the facts. He is rendering a distinct disservice to public education in our country when he makes such statements to a listening audience of several million people.

C. C. B., Texas

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Income Ceiling

There was much talk of "broadening the base," as it is so quaintly put, of income-tax payers. Surely we of the low-income group are paying our share, if not in direct taxes then in hidden taxes, and there must be a minimum standard of living maintained—or what are we fighting for?

I am a truck-driver on defense. I make approximately $40 per week. I cannot feed my family for $10 per week; I pay another $10 per week rent plus utilities. I buy my quota of bonds voluntarily and consider I am one of the fortunates in that I am keeping my head above water, though I am not entirely free from debt. There are thousands in this city of Detroit, and elsewhere, who are not breaking even, not to speak of those other thousands in Michigan who are out of work because of priorities.

Yet the National Association of Manufacturers has the guts to suggest a sales tax and a lowering of the tax on corporate profits.

Why hasn't someone in or out of Congress the intestinal fortitude to advocate a tax on all over a stated sum, such as $1,000 per from any source, plus strict rationing of all commodities to insure a fair distribution; and that would take care of any danger of infla-

tion, with, of course, rigid price control on all articles.

K. L. C., Michigan

*

Equality

Regarding some of the views expressed on today's broadcast by you, on the subject of taxes, I should like to say that the man who should take on the biggest burden of charity or defense or any emergency should be the one who has the biggest income. The smaller salaries should not be hit by income taxes. We must have justice.

I know that the financial structure of the United States and of the world, more or less, is built to keep the control of money in the hands of a very few, and they simply cannot bear to have the "masses" own any property but immediately plan to insure against it. This is not justice.

Remember, we are "building, not destroying," America, according to our President.

E. M. B., Wisconsin

*

Clarification

Have just finished listening to your splendid broadcast on taxes. I have been following the newspaper reports on taxes closely, but nothing has brought the facts to me as clearly as your half-hour broadcast.

The League of Women Voters has been studying a broadside on taxes, which has given us a start. I will urge all our members to send for a copy of your ROUND TABLE discussion.

A. T. W., Indiana

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LISTS

of 1938–40 Transcripts Still in Print Will Be Sent upon Request. Students and Teachers Will Find These Issues To Be Valuable Commentaries upon Events of the Period.

Nos.

1941

150. *Can Capitalism Defend America?*
153. *Guns or Butter?*
154. *Dilemma in the Far East*
155. *How To Fight Nazi Propaganda*
156. *The Decline and Fall of the Roman Empire*
157. *Strikes and National Defense*
158. *Defense Economics*
161. *War Aims and Peace Aims*
163. *Lessons from Europe's War*
164. *The Effect of the Blitzkrieg on the Economic Order*
166. *Roosevelt* vs. *Hitler*
169. *War against the Middle Classes?*
170. *The Crisis and Your Pocketbook*
173. *Our Liberties*
174. *Blueprint for Hemisphere Defense*
177. *Defense: Who'll Pay the Piper?*
178. *Japan: Setting Sun?*
179. *National Unity*
180. *Weapons of Economic War*
182. *Crisis of Capitalism*
185. *New Frontiers in Education and Research*
186. *Anti-Semitism*

Nos.

188. *Economics of Blitzkrieg*
189. *Showdown with Japan?*
190. *Science and War*
191. *Defense Inventory*
192. *The Philippines*
193. *Little Business: What Now?*
194. *Labor's Responsibility in Defense*
195. *Canada: Neighbor at War*
196. *Civil Rights and "Public Danger"*
197. *Manpower: The Key to Victory*
198. *What Does Rationing Mean?*

1942

199. *Morale: Ours and Theirs*
200. *How To Meet the Menace of Inflation*
201. *Censorship*
202. *How United Are the Americas?*
203. *Are We Overconfident?*
204. *Labor Policies in Wartime*
205. *What Should the Churches Do in War?*
206. *What Should We Teach Our Youth Now?*
207. *Propaganda: Good and Bad*
208. *Civilian Defense*
209. *Taxes* vs. *Axis.* March 15

All Round Table Transcripts Contain Added Factual Material in the Form of Graphs, Maps, Pictographs, Footnotes, Bibliographies, Etc.

It Takes MEN To Win a War . . . .

You should read: *Labor's Responsibility in Defense* (*194*), *Manpower: The Key to Victory* (*197*), and *Labor Policies in Wartime* (*204*). These discussions contain important facts about the effects of war upon America's fighting and working manpower.

ROUND TABLE NETWORK OF 102 STATIONS

2:30 P.M. EASTERN WAR TIME

City	Call Letters	Kilocycles	City	Call Letters	Kilocycles
Allentown, Pa.	WSAN	1470	Lima, Ohio	WLOK	1240
Altoona, Pa.	WFBG	1340	Manchester, N.H.	WFEA	1370
Asheville, N.C.	WISE	1400	Miami, Fla.	WIOD	610
Atlanta, Ga.	WSB	750	New York, N.Y.	WEAF	660
Baltimore, Md.	WBAL	1090	Norfolk, Va.	WTAR	790
Boston, Mass.	WNAC	1260	Philadelphia, Pa.	KYW	1060
Buffalo, N.Y.	WBEN	930	Pittsburgh, Pa.	KDKA	1020
Charleston, S.C.	WTMA	1250	Portland, Me.	WCSH	970
Charlotte, N.C.	WSOC	1240	Providence, R.I.	WJAR	920
Cleveland, Ohio	WTAM	1100	Raleigh, N.C.	WPTF	680
Columbia, S.C.	WIS	560	Richmond, Va.	WMBG	1380
Columbus, Ohio	WCOL	1230	Rochester, N.Y.	WHAM	1180
Dayton, Ohio	WING	1410	Savannah, Ga.	WSAV	1340
Detroit, Mich.	WWJ	950	Schenectady, N.Y.	WGY	810
Florence, S.C.	WOLS	1230	Springfield, Ohio	WIZE	1340
Grand Rapids, Mich.	WOOD	1300	Tampa, Fla.	WFLA	970
Greenville, S.C.	WFBC	1330	Washington, D.C.	WRC	980
Jacksonville, Fla.	WJAX	930	Wilmington, Dela.	WDEL	1150
Johnstown, Pa.	WJAC	1400	Winston-Salem, N.C.	WSJS	600
Lakeland, Fla.	WLAK	1340	Zanesville, O.	WHIZ	1240

1:30 P.M. CENTRAL WAR TIME

Amarillo, Texas	KGNC	1440	Louisville, Ky.	WAVE	970
Birmingham, Ala.	WBRC	960	Madison, Wis.	WIBA	1310
Bismarck, N.D.	KFYR	550	Mankato, Minn.	KYSM	1230
Bristol, Tenn.	WOPI	1490	Memphis, Tenn.	WMC	790
Chicago, Ill.	WMAQ	670	Minneapolis and St. Paul, Minn.	KSTP	1500
Duluth, Minn., and Superior, Wis.	WEBC	1320	New Orleans, La.	WSMB	1350
Eau Claire, Wis.	WEAU	1070	Oklahoma City, Okla.	WKY	930
El Paso, Texas	KTSM	1380	Omaha, Neb.	WOW	590
Evansville, Ind.	WGBF	1280	Pittsburg, Kans.	KOAM	810
Fargo, N.D.	WDAY	970	Rochester, Minn.	KROC	1340
Fort Wayne, Ind.	WGL	1450	St. Cloud, Minn.	KFAM	1450
Fort Worth, Texas	KGKO	570	St. Louis, Mo.	KSD	550
Hattiesburg, Miss.	WFOR	1400	San Antonio, Texas	WOAI	1200
Indianapolis, Ind.	WIRE	1430	Shreveport, La.	KTBS	1480
Jackson, Miss.	WJDX	1300	Sioux Falls, S.D.	KSOO	1140
Kansas City, Mo.	WDAF	610	Springfield, Mo.	KGBX	1260
Kingsport, Tenn.	WKPT	1400	Terre Haute, Ind.	WBOW	1230
Laurel, Miss.	WAML	1340	Tulsa, Okla.	KVOO	1170
Little Rock, Ark.	KARK	920	Wichita, Kans.	KANS	1240

12:30 P.M. MOUNTAIN WAR TIME

Albuquerque, N.M.	KOB	1030	Phoenix, Ariz.	KTAR	620
Billings, Mont.	KGHL	790	Pocatello, Ida.	KSEI	930
Boise, Ida.	KIDO	1380	Salt Lake City, Utah	KDYL	1320
Bozeman, Mont.	KRBM	1450	Tucson, Ariz.	KVOA	1290
Butte, Mont.	KGIR	1370	Twin Falls, Ida.	KTFI	1270
Denver, Colo.	KOA	850	Yuma, Arizona	KYUM	1240
Helena, Mont.	KPFA	1240			

11:30 A.M. PACIFIC WAR TIME

Fresno, Cal.	KMJ	580	San Francisco, Cal.	KPO	680
Los Angeles, Cal.	KFI	640	San Diego, Cal.	KFSD	600
Medford, Ore.	KMED	1440	Seattle, Wash.	KOMO	950
Portland, Ore.	KGW	620	Spokane, Wash.	KHQ	590
Sacramento, Cal.	KFBK	1530			

STATIONS CARRYING ROUND TABLE BY TRANSCRIPTION

Cincinnati, Ohio	WSAI	1360	10:30 P.M. E.W.T.
Milwaukee, Wis.	WTMJ	620	4:00 P.M. C.W.T.

The American Temper

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A UNIVERSITY OF CHICAGO ROUND TABLE BROADCAST

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MARCH 29, 1942

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MAX LERNER, Department of Political Science, Williams College

W. W. WAYMACK, Editor of the Editorial Pages, *Des Moines Register-Tribune*

LOUIS WIRTH, Department of Sociology, University of Chicago

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SUGGESTED READINGS

"Fitness for Freedom," *Survey Graphic,* March, 1942. *A special issue devoted to the civilian war effort.*

MITCHELL, DONALD W., "How Strong Is Our Home Front?" *Nation,* March 14, 1942.

WILLKIE, WENDELL L., "Let Us Do More Proposing than Opposing," *Vital Speeches,* March 1, 1942.

[PRINTED IN U·S·A·]